

Elements of Emotional Intelligence*

*** CONFIDENCE**

A SENSE OF CONTROL AND MASTERY

***CURIOSITY**

A SENSE THAT FINDING OUT THINGS IS POSITIVE

***INTENTIONALITY**

THE WISH TO MAKE AN IMPACT

***SELF-CONTROL**

A SENSE OF INNER CONTROL

***RELATEDNESS**

THE ABILITY TO ENGAGE OTHERS AND BE UNDERSTOOD

***CAPACITY TO**

THE ABILITY TO VERBALLY EXCHANGE

***COMMUNICATE**

IDEAS AND FEELINGS

***COOPERATIVENESS**

THE ABILITY TO BALANCE ONE'S OWN NEEDS WITH
THOSE OF OTHERS

*Daniel Goleman, Emotional Intelligence, Bantam Books, New York, 1995, p. 194.

How Does Our Culture Control Children?

**Force
Fear
Intrusion
Indulgence
Guilt**

Three Levels of Emotional Maltreatment

**Mild: Child is able to function, and no intervention is necessary
Moderate: Child requires treatment such as counseling or EC class
Severe: Child needs out-of-home treatment**

Five Types of Psychological Maltreatment

**Rejection
Ignoring
Isolation
Terrorizing
Corrupting**

Federal Requirements:

The Child Abuse Prevention and Treatment Act (CAPTA) requires states to minimally define child abuse and neglect to include “any recent act or failure to act of a parent or caretaker” which results in “serious physical or emotional harm” or “an act or failure to act which presents an imminent risk of serious harm.” (42 U.S.C. § 5106 g (2))

Georgia Statutes:

Ga. Code Ann. Title 19-15.1 (3) defines child abuse for reporting purposes only in terms of physical and sexual abuse.

Ga. Code Ann. Title 15-11-94(b)(4)(A)(iv) provides for termination of parental rights upon a finding that a child is deprived and the deprivation will cause “serious, physical, mental, emotional or moral harm to the child.”

Ga. Code Ann. Title 16-5-70(b) sets out the criminal offence of “cruelty to children in the first degree” for a person who maliciously causes a child “cruel or excessive physical or mental pain.”

Model language:

Ky. Rev. Stat. Ann. § 600.020(24) defines “emotional injury” as:

an injury to the mental or psychological capacity or emotional stability of a child as evidenced by a substantial and observable impairment in the child’s ability to function within a normal range of performance and behavior with due regard to his age, development, culture, and environment as testified to by a qualified mental health professional.

A Court speaks about emotional abuse:

In *People v. D.A.K.*, 198 Colo. 11, 596 P.2d 747, *appeal dismissed*, 444 U.S. 987, 100 S.Ct. 515, 62 L.E.2d 416 (1979), the Supreme Court of Colorado ruled that the term “mistreatment or abuse” included emotional abuse, stating:

The welfare of the child cannot be protected if courts must ignore the very real emotional abuses that a child may suffer. *Emotional abuse may leave scars more permanent and damaging to a child’s personality than bodily bruises from a physical beating...* We decline to conclude that an enlightened legislature, which repeatedly has demonstrated its concern for children, would be concerned only with safety of the child’s body, but not of the integrity of his or her mind, personality and spirit. 596 P.2d at 750. (Emphasis supplied)

Invisible Scars: Damaging Behaviors by Caretakers

1. The parent shows no attachment to the child and fails to provide nurturance.
2. The parent consistently singles out one child to criticize and punish, to perform most of the household chores and to receive fewer rewards.
3. The parent has unrealistic expectations or achievement for the child and criticizes, punishes, ostracizes or condemns the child when s/he does not achieve far above his/her normal abilities in areas such as school, arts, sports and social status.
4. The parent makes inappropriate demands on and exploits the child by expecting the child to take care of the parent, to be a companion, to protect the parent from outsiders, and to perform household tasks/functions which the parent is unwilling to do.
5. The parent expresses no affection toward the child and avoids and resists all physical closeness such as hugging, touching, or smiling.
6. The parent confuses the child's sexual identity.

7. The parent provides no stability or security for the child.
8. The parent exposes the child to maladaptive and harmful influences.
9. The parent does not permit the child autonomy or independent learning.
10. The parent denies the child the opportunity to learn from others by prohibiting the child from participating in social activities commonly engaged in by the child's peers, such as extra-curricular activities or outside play.
11. The parent regularly denigrates and ridicules the child, stating, without foundation, that s/he reminds everyone of a person who is totally offensive and unacceptable by the family.
12. The parent sexually exploits the child by forcing or permitting the child to watch pornographic materials.
13. The parent uses excessive threats and psychological punishments.

14. The parent uses excessive threats and physical punishments in an attempt to control the child.

15. The custodial parent undermines the child's attachment to the other parent by consistently refusing all legitimate opportunities or requests for visits between the child and the other parent, even when these are requested by the child.

16. The child displays serious behavioral problems at home and at school and is not performing up to his/her potential at school. The parent has consistently refused to permit any professional to assess the child's problems, and has also announced that the child is forbidden from participating in any remedial education or counseling services.